

Everything You Wanted to Know About Federal Programs... But Were Afraid to Ask

July 29, 2014





Origins of the Elementary and Secondary Education Act (ESEA)

- 1960's in America
 - Riots in the cities; desegregation of schools
 - Congress looking for a way to support inner city schools and desegregation
 - Rand Study concluded (inaccurately) that poor students do not learn as well
 - POVERTY became the vehicle to move federal funds to public schools
 - President Lyndon B. Johnson's War on Poverty
 - Desegregation was a condition of funding





Elementary and Secondary Education Act (ESEA)

- Current authorization is called “No Child Left Behind” (NCLB)
 - Signed into law on January 8, 2002
 - Ending date – September 30, 2007
- Includes many programs, but most not currently funded
 - 14 grants to SEA (State Educational Agency or NDE)
 - 1 formula grant to LEA (Local Education Agency or District)
 - REAP SRSA (Rural Education Achievement Program Small Rural School Achievement)



Federal Offices

- **OIG - Office of Inspector General**
 - Auditor of all federal funds
- **OMB – Office of Management and Budget**
- **OCR – Office of Civil Rights**
- **USDE – US Department of Education (USDOE or ED)**
- **USDA – US Department of Agriculture**



Rules and Requirements

- Authorizing legislation
- Regulations – Code of Federal Regulations (CFR)
- Policy Letters
- Guidance and technical assistance
 - Sometimes called non-regulatory guidance
- Requirements of competitive grants



Fiscal Rules

- EDGAR – Education Department General Administrative Regulations
 - Regulations on administration of grants
- GEPA – General Education Provisions Act
 - Regulations on programs



Legislative Terms

- Reauthorization – an ending date written into each piece of funding legislation
 - Congressional Continuing Resolutions keep laws in effect if reauthorization date is not met

- Kinds of grants
 - Entitlement
 - Formula driven – does not mean a right to a grant
 - Competitive



Federal Funds

- Targeted for a particular reason or purpose
 - ESEA – poverty
 - IDEA – civil rights of handicapped
 - Perkins Career Education -- train the workforce
 - School Lunch – nutrition / poverty (USDA)



Tydings Amendment

- The Tydings Amendment allows States to obligate their grant funds for one additional year after the initial period of availability
- Most federal grants are awarded for 15 months--from July 1 (current year) thru September 30 (following year)
- Funds not spent during this time period may usually be carried over into the next year and available thru September 30 (additional 12 months)
- 27 months total

NOTE:

- Some grants do NOT allow carryover
- Some grants initially award the funds for the entire 27 months



Conditions of Funding

- The “strings” that come with the funds
 - Use of funds – what the funds can and cannot be spent on
 - Policies and procedures – what you must do
 - Reporting requirements
 - Time and Effort Reporting (frequently missing when monitored / audited)
 - Audits and monitoring
 - Federal and state



Time and Effort Reporting

- Every employee paid with Federal funds **MUST** complete Time and Effort Logs
 - Monthly
 - Single cost objective or set schedule
 - Semi-annual
 - Multiple cost objectives
- Beginning with 2013-14 school year, Nebraska implemented a Substitute Reporting System
- **NEW** for 2014-15
 - One time certification from LEAs indicating that only eligible employees will participate in the substitute system and that the LEA has in place sufficient controls to ensure that the schedules are accurate
 - Will be in the CDC



Audits

- **A-133 Audits**
 - All agencies receiving \$500,000 or more of federal funds from any source
 - For audits of 2015-16 school year, amount will increase to \$750,000
 - Program and fiscal audits
 - Cross-cutting audit rules for all federal programs
 - Typically conducted by CPA firm that does the entity's annual audit
- **Nebraska's Rules**
 - Annual fiscal audit to include federal funds



LEA/District Program Monitoring

- Grant programs included in the ESEA/NCLB Consolidated application are monitored every three years, at a minimum
 - Schedules and ESEA/NCLB Monitoring Guide Checklist:
http://www.education.ne.gov/federalprograms/ESEA_NCLB_Programs.html
 - Some criteria require specific documentation
 - In grayed box and **bold**
- Some grant programs are monitored every year



Example of Required Documentation

| Nebraska ESEA/NCLB and McKinney-Vento Compliance Monitoring Guide Checklist | | | | | | |
|--|---|-------------------------|----|----|----------|--------------|
| Criteria | Options for Documentation ITEMS IN BOLD ARE REQUIRED | District / ESU Response | | | | NDE Response |
| | | Yes | No | NA | Comments | Comments |
| 7. District shall notify the parents of each student attending any school that the parents may request, and the district will provide to the parents on request, in a timely manner, information regarding the professional qualifications of the student's teacher(s). § 1111(h)(6)(A) | ✓ Sample of notification provided to parents | | | | | |
| 8. School shall provide timely notice to parents if their child will be taught by a teacher not meeting ESEA/NCLB requirements for four or more consecutive weeks. § 1111(h)(6)(B)(ii) | ✓ Sample of notification provided to parents | | | | | |
| —Standards/Assessment/Accountability— | | | | | | |
| 1. Students receiving services in Title I are held to the same standards and expectations as all other students and are assessed with the regular population without accommodations. § 1111(b)(1)(B); § 1111(b)(1)(E); § 1111(b)(3)(C)(i) | ✓ District procedures for standards and assessment (local district assessment plan) ✓ Assessment procedures | | | | | |
| 2. School profiles with assessment results, including disaggregated data of all ESEA/NCLB groups meeting the minimum group size for AYP, are provided to parents and to the public. § 1111(h)(2)(A&B) | ✓ District performance reports or report cards ✓ Link on district website to NDE State of the Schools Report | | | | | |
| 3. All parents receive individual progress reports of students' performance on state standards. § 1111(b)(3)(C)(xii) | ✓ Sample of progress reports provided to parents ✓ NeSA Parent Reports | | | | | |



Records Retention

- §80.42 of EDGAR
(Education Department General Administrative Regulations)
- Seven years from start date of grant
- All financial records and supporting documentation
- All applications, reports, and documentation
- Eligibility for school lunch program



Guiding Principles

- Federal funds are supplemental
 - Cannot be used to replace local or state funds (unless specifically authorized to do so)
 - Example: Impact Aid of ESEA
 - Auditor's question: In the absence of federal funds, would this need to be provided?
 - Permission is easier than forgiveness – forgiveness can cost the district local funds (to repay)



Equitable Services

- Title IX, Part E,
Uniform Provisions
Subpart 1—Private
Schools
 - Equitable services for
eligible nonpublic
school students,
teachers, and other
educational personnel
- Covers the following
 - Title I-C (Migrant)
 - Title II-A (Teacher &
Principal Training and
Recruiting)
 - Title II-B (Mathematics and
Science Partnerships)
 - Title III-A (English Language
Acquisition)
 - Title IV, Part B: 21st Century
Community Learning
Centers

Title I-A has separate equitable participation provisions,
NOT covered by Title IX, Part E, Subpart 1



Title II-A Equitable Services Calculations



- Beginning with the 2014-15 school year, calculations for equitable services for nonpublic schools will be available in the application



USDE Nonpublic Equitable Share Chart

| Formula to Determine Amount for Title II, A Equitable Expenditures | | | |
|--|-----------|-----------|--|
| A. Number of Students | Example A | Example B | |
| A1: District Enrollment | 9,800 | 5,798 | |
| A2: Participating Private School Enrollment | 464 | 540 | |
| A3: Total Enrollment ($A1 + A2$) | 10,264 | 6,338 | |
| B. Title II, Part A Allocation To Be Used for Professional Development | | | |
| B1: District Allocation | 306,141 | 284,508 | |
| B2: Indirects and Administration (for public and private programs) + Class Size Reduction + Recruitment Activities | 301,794 | 86,518 | |
| B3: Amount District is Using for Professional Development ($B1 - B2$) | 4,347 | 197,990 | |
| C. Hold Harmless Amount | | | |
| C1: Based on FY2001 Eisenhower Professional Development + Federal Class Size Reduction used for Professional Development | 39,310 | 31,556 | |
| D. Per Pupil Rate | | | |
| D1: Use either B3 or C1 – whichever is larger (divide by A3) | 3.82 | 31.23 | |
| E. Equitable Services | | | |
| E1: Amount District must reserve for equitable services for participating private schools ($A2 \times D1$) | 1,772 | 16,864 | |



"For purposes of determining the amount of Title IIA, Part A, formula grant funds that an LEA must make available for equitable services to private school teachers and other education personnel, the statute requires that an LEA spend at least as much for professional development under Title II, Part A as it did in fiscal year (FY) 2001 under the former Eisenhower Professional Development and Class-Size Reduction programs." (Title IX, Part E, Uniform Provisions, Subpart 1 – Private Schools, Equitable Services for Eligible Private School Students, Teachers and Other Educational Personnel, Non-Regulatory Guidance, March 2009, page 2)

Mark YES if one or more nonpublic schools within the boundaries of your district will be participating in the Title II-A program

Mark NO if there are no nonpublic schools located within the boundaries of your district OR if all of the nonpublic schools within the boundaries of your district have declined Title II-A services.

☒ Yes

☐ No

A LEA project that will provide services to nonpublic schools must list funds that will be used for public school professional development purposes in Function Code 12 and/or Function Code 13 on the Budget Detail page.

NDE has prepopulated information into the chart below based on USDE guidelines in order to determine an equitable Title IIA allocation share for nonpublic schools. It is understood that the Public and Nonpublic 2014-2015 Consultation Form is on file with the NDE and that information from that document has been used to create data on this page. The budget amount in Function Code 02-Professional Development (Nonpublic) on the application Budget Detail page must reflect an amount equal to or greater than the amount calculated on Line 13 below.

USDE Nonpublic Equitable Share Chart

Section A

- | | | |
|----|------------------------------------|--|
| 1. | <input type="text" value="3,691"/> | A1. Public School District Membership |
| 2. | <input type="text" value="467"/> | A2. Nonpublic School District Membership |
| 3. | <input type="text" value="4158"/> | A3. Total Membership (Line 1 + Line 2) <u>nonpublic membership by public district report</u> |

Section B

- | | | |
|----|--------------------------------------|---|
| 4. | <input type="text" value="130,523"/> | B1. Total Current Year Allocation |
| 5. | <input type="text" value="0"/> | B3. Title II-A Public School Professional Development Budget |
| 6. | <input type="text" value="0"/> | B3. Title II-A Public School Professional Development Coordination of Services Budget |
| 7. | <input type="text" value="0"/> | B3. Total Public School Professional Development Budget (Line 5 + Line 6) |

Section C

- | | | |
|-----|-------------------------------------|--|
| 8. | <input type="text" value="20,102"/> | C1. FY 2001 Class-Size Reduction Program Professional Development Budget <u>2001 Professional Development Budget</u> |
| 9. | <input type="text" value="20,102"/> | C1. FY 2001 Eisenhower Professional Development Program Budget <u>Eisenhower Minimum Allocation</u> |
| 10. | <input type="text" value="20,102"/> | C1. Minimum Nonpublic School Program Calculation Basis Amount (Line 8 + line 9) |

Section D

- | | | |
|-----|-------------------------------------|---|
| 11. | <input type="text" value="20,102"/> | D1. Greater Amount from Either Line 7 or Line 10 |
| 12. | <input type="text" value="4.83"/> | D1. Per Pupil Professional Development Budget Rate (Line 11/Line 3) |

Section E

- | | | |
|-----|------------------------------------|---|
| 13. | <input type="text" value="2,256"/> | E1. Nonpublic School Equitable Services Allocation (Line 12 x Line 2) |
|-----|------------------------------------|---|

Save Page



Title I Equitable Services Calculations

- Determined by information included on Targeting, Step 1 of the Title I section of the NCLB Consolidated Application
- Nonpublic Allocation Displayed on Targeting Step 4

| | | | |
|--|---------|---------------------------------------|---|
| Transportation for School Choice - Funds Other than Title I-A | \$0,997 | Indirect Cost | 0 |
| Supplemental Educational Services - Title I-A Funds | 0 | Indirect Cost from Budget Detail Page | 0 |
| Supplemental Educational Services - Funds Other than Title I-A | \$0,996 | | |
| Total Distribution Amount: \$504,993 | | | |
| Minimum Per Pupil Amount (equal to 125% if applicable) 0 | | | |

Number of Low Income Students in Building Served

Public

853

NonPublic

88

Proportional Per

| Attendance Center | TAS / SWP | Not Served | Public Low Income | NonPublic Low Income | Low Income Percent | Public Attendance Center Allocation | Amount | NonPublic Allocation |
|---|--|---------------------------------------|-------------------|----------------------|--------------------|-------------------------------------|--------|----------------------|
| 0003 - EMERSON ELEMENTARY SCHOOL - on S.I. 3 | <input type="checkbox"/> / <input checked="" type="checkbox"/> | / <input type="checkbox"/> | 203 | 25 | 63.33 % | 154,010 | \$769 | \$18,975 |
| 0007 - WEST PARK ELEMENTARY | <input type="checkbox"/> / <input checked="" type="checkbox"/> | / <input type="checkbox"/> | 177 | 18 | 52.99 % | 124,558 | \$704 | \$12,672 |
| 0006 - NORTH PARK ELEMENTARY | <input checked="" type="checkbox"/> / <input type="checkbox"/> | / <input type="checkbox"/> | 220 | 12 | 52.37 % | 82,500 | \$375 | \$4,500 |
| 0012 - CENTENNIAL ELEMENTARY SCHOOL - on S.I. 2 | <input type="checkbox"/> / <input checked="" type="checkbox"/> | / <input type="checkbox"/> | 253 | 33 | 49.57 % | 94,875 | \$375 | \$12,375 |
| 0001 - COLUMBUS HIGH SCHOOL | <input type="checkbox"/> / <input type="checkbox"/> | / <input checked="" type="checkbox"/> | 538 | 30 | 44.48 % | 0 | \$0 | \$0 |
| 0002 - COLUMBUS MIDDLE SCHOOL | <input type="checkbox"/> / <input type="checkbox"/> | / <input checked="" type="checkbox"/> | 446 | 20 | 44.47 % | 0 | \$0 | \$0 |
| 0011 - LOST CREEK ELEMENTARY SCH | <input type="checkbox"/> / <input type="checkbox"/> | / <input checked="" type="checkbox"/> | 166 | 15 | 40.22 % | 0 | \$0 | \$0 |
| Total | | | 2003 | 153 | | \$455,943 | | \$48,522 |
| Difference | | | | | | \$0 | | |



Supplement, Not Supplant in ESEA

- Determined on three levels – State, District, and School
 - State Level
 - Maintenance of Effort (MOE) is determined at NDE
 - Did district maintain local and state expenditures of at least 90% in the prior year compared to the year before in either (a) aggregated expenditures, or (b) per pupil expenditures of Average Daily Attendance (ADA) or Average Daily Membership (ADM)?
 - If MOE is not met, ALL ESEA formula grants are reduced



- District Level
 - Title I Comparability
 - All districts with multiple buildings at the same grade span with at least 100 students
 - Staff/Pupil ratio or Staff Salary comparisons – at least 90%
 - Compares Title I to non-Title I buildings, or, if all buildings are Title I, compares high-poverty to low-poverty
 - If comparability is not met, Title I allocation for the district is reduced



- School Level
 - In Schoolwide Programs
 - The district must maintain the same level of state and local funding in the school
 - Title I **funds** must be “in addition to”
 - In Targeted Assistance Schools
 - The Title I **services** must be “in addition to”
 - Students receiving Title I services must receive the same amount of instruction (in minutes) from the regular classroom teacher as non- Title I students
- Preschool is considered supplemental since districts are not required to provide it



“Supplement, not Supplant” is the phrase used to describe the requirements that Migrant Education Program (MEP) funds may be used only to supplement the level of funds that would, in the absence of MEP funds, be made available from non-Federal sources for the education of children participating in MEP projects. SEAs and local operating agencies may not use MEP funds to supplant Federal or non-Federal funds.



Supplement Not Supplant – Title II-A

- Federal funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized by the NCLB legislation
- One way to determine if a planned expenditure might raise a supplanting question is to determine, in light of State laws or State Board of Education policies, if the activities would have to occur in the absence of Federal funds. Where there might be a question about the issue of using funds in a particular situation, written documentation must show that the local education agency would not be able to meet State mandates without the use of *Title II, Part A* funds; e.g. budget information, planning documents, or other materials.



- Services must be supplemental to core language instruction





ESEA/NCLB

- As a condition of the State receiving ESEA/NCLB funds, the State must implement
 - **Rigorous Academic Standards**
 - Reading/Language Arts, Math, & Science
 - Social Studies standards are a Nebraska State requirement
 - **High Performance Levels**
 - Below Basic, Basic, and Advanced (on NeSA)
 - State Goals
 - 100% by 2013-14



Accountability in NCLB

- Adequate Yearly Progress (AYP) based on student performance on NeSA assessments
- Annual measure of progress against State Goals established by NCLB requirements
 - 9 groups: all students, race/ethnicity (5), low-income, special education students, English Language Learners
 - All groups must meet State Goals to have made AYP



AYP

- Applies to all schools and districts in the State but consequences for not meeting AYP only apply to Title I schools
- Identified for Needs Improvement if do not make AYP for two consecutive years in same subject
 - Building level
 - District level – Elementary, MS, & HS



AYP Status

- Federal Accountability Status is on the NDE State of the Schools Report
- District responsible for notifying parents if in Needs Improvement 14 days before the start of the school year
- NDE will provide guidance and technical support for schools/districts identified for Needs Improvement



Title I Consequences for Schools Identified for Needs Improvement

- 1st Year of Needs Improvement
 - Parent Letter
 - Must offer Public School Choice
 - Submit a Needs Improvement Plan (this is done through the Title I Accountability application)
- 2nd Year & Beyond of Needs Improvement
 - Year 1 requirements PLUS
 - Must offer Supplemental Educational Services (SES) or tutoring by an approved provider
 - Review Needs Improvement Plan
 - Post Public School Choice and SES information on website
- 3rd Year & Beyond Needs Improvement
 - Year 2 requirements PLUS
 - Corrective Action (Develop a Plan for Restructuring)
- 4th Year of Needs Improvement
 - Plan for Restructuring
- 5th Year and Beyond of Needs Improvement
 - Implement Restructuring Plan

Districts having one or more identified schools are eligible to apply for Title I Accountability funds



Title I Consequences for Districts Identified for Needs Improvement

District not meeting AYP in the same subject (or other academic indicator) at all grade spans (Elementary, Middle, & High School) for two or more consecutive years

- Required actions:
 - Notification to parents describing:
 - Reason(s) for the identification
 - How parents can participate in the district improvement process
 - Corrective actions taken to improve student achievement



District Needs Improvement (cont.)

- Must develop a “District Improvement Plan that addresses:
 - Fundamental teaching and learning needs
 - Measurable achievement goals and targets for subgroups
 - Strategies to strengthen instruction
 - Extended learning activities
 - High quality professional development (10% set aside)
 - Parent involvement activities



Persistently Lowest Achieving Schools (PLAS)

- Another way of looking at school performance
- Three tiers
- All Title I schools identified as being in Need of Improvement under AYP are also considered PLAS
- High Schools with graduation rates below 75% over a period of three years are considered PLAS
- Secondary schools that are eligible for Title I funds, but do not have a Title I program that are the lowest ranked among all the schools are considered PLAS



PLAS cont.

- Link to PLAS Selection Process:
<http://www.education.ne.gov/federalprograms/Documents/Title%20IG%20School%20Improvement/PLAS%20Identification%20Process%20.pdf>
- Schools identified as PLAS have the option of applying for a School Improvement Grant (SIG)



PLAS / School Improvement Grant (SIG) Funding

- Four models of reform
 - Turnaround – Replace the principal and half the staff
 - Transformation – Replace the principal
 - Restart
 - School Closure



Nebraska's Report Card for the State, Districts, Schools, and Subgroups

- State of the Schools Report (SOSR)
<http://www.education.ne.gov/documents/SOSR.html>
 - Assessment Results
 - Accountability – Federal (AYP) and State (NePAS: Nebraska Performance Accountability System)
 - Statistics
 - Analysis (comparison) tools
 - Printed Reports
 - Data Downloads



Nebraska's Report Card (cont.)

- Highly mobile students
 - State and district level
- Cohort Four-year Graduation Rates
 - Began using this method of calculating graduation rates in 2011
 - All high schools; including subgroups
 - Nebraska is lagging graduation rates for AYP purposes
 - 4-, 5-, and 6-year cohorts



Reporting Individual Student Progress to Parents

- Individual progress report for ALL students in a building having a Title I program
- Performance on the state standards
 - This information can be provided through NeSA parent reports
- Share in a timely manner, in an understandable language & format, and to the extent practicable



District Report Cards

- Provided to parents and community
- School profiles with assessment results
- Disaggregated by NCLB required groups with minimum group size for AYP
- Teacher quality
- Includes information about each school in the district
- Most recent 2-year trend data in achievement for each subject and grade



District Report Cards (cont.)

- ACCOUNTABILITY DATA
 - AYP (Adequate Yearly Progress) Determinations
 - District & Building
 - Disaggregate data by subgroups in
 - Reading
 - Math
 - High school graduation rates
 - Writing results for grades 4 & 8
 - List any schools identified for Title I school improvement
 - Information should be provided in a language parents understand



NDE State and Federal Grant Management Requirements and Guidance

- The purpose of the guidance is to
 - **Provide** information on policies governing grants awarded by NDE (some exclusions apply)
 - Communicate the procedures & guidelines
 - Ensure sound accounting practices
 - Provide consistency throughout NDE in the administration of all State & Federal Grants

<http://www.education.ne.gov/gms2/index.html>



Program Collaboration

- Though each grant has specific purposes, working collaboratively among the programs is encouraged
 - e.g. A Title I after school or summer program could collaborate with 21st CCLC





NDE Portal Access

- Access to NSSRS, CDC/ Data Collections, SOSR Preview Site, GMS (Grant Applications / LEP and Poverty Plans)
- Do NOT share log-in and password
 - Supt. is responsible for applications / reports submitted with his/her name
 - Activation codes are available for different purposes...i.e. data entry, bookkeeper, view only



Online Application/Plan and Payment System

- Common look and feel
- Accessed through the NDE Portal
 - Secure access
 - Individuals should NOT share log-in and password information
 - Superintendent must assign activation codes for staff according to their roles
- Includes formula and competitive grants
- Consolidated ESEA/NCLB Application
- Other grant applications include: Title I Accountability (Needs Improvement), Migrant, McKinney-Vento Homeless, IDEA/SPED, Early Childhood, Perkins, Career Education, & LEP Poverty Plan



NCLB Consolidated Application

Currently Funded Grant Programs

- Title I-A
- Title I-D
- Title II-A
- Title III-LEP
- Title III-Immigrant

Grant Programs Not Currently Funded

- Title II-D
- Title IV
- Title V

REAP-eligible and §6123 Transferability / Use the funds for the purpose of...

- Ability to “transfer” funds from Title II-A to Title I-A
- Can **no longer** “transfer” funds to Titles II-D, IV, or V



Application Checklists in GMS

Select Application Organization Select Review Checklist 

| Select | ESU County/District | Sub Project Code | Organization Name | Application | Last Action Date |
|--------------------------|------------------------|------------------------|----------------------------|---------------------------|---------------------|
| <input type="checkbox"/> | 00-000-000 | 00 | EXAMPLEVILLE PUBLIC SCHOOL | 2015-Original Application | 8/25/2014 |

- Helps districts know what NDE is looking for
- NDE Reviewers use the checklist when reviewing applications
- Place for communication between NDE and Districts



Application Assurances

- An agreement, signed by the superintendent, stating that the district will comply with the provisions in the law regarding each/every program included in the application
- Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters
- The LEA/Agency assures that it has a current and valid registration in the System for Award Management (SAM) and that it will not be allowed to lapse during the grant period applied for



Federal Funds...

- Though they are supplemental, they should be used to support the school and/or district School Improvement Plan
 - For example,
 - Identify how Title III funds will support the district's plan to improve language acquisition for Limited English Proficient (LEP) students
 - Identify how Title II-A funds will support the district's professional development goals




Continuous Improvement Toolkit

<http://www.education.ne.gov/CIPToolkit/>

Official Nebraska Government Website

NEBRASKA DEPARTMENT OF EDUCATION

Continuous Improvement Process Toolkit



[CIP Logo](#) [Print the Graphic](#)

Continuous Improvement Process

- Builds on existing efforts to improve student achievement
- Encourages a continuous process
- Integrates activities and programs
- Incorporates researched practices (Effective Schools)
- Uses the rubric for school improvement developed by Nebraskans for Nebraskans
- Identifies strategies for targeting areas of low-performance

Topic Guides for CIP Plans

- Address the areas essential for the improvement of student performance
- Provide processes, resources and options for immediate attention when a low-performance area or school has been identified

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| Nebraska Department of Education |
| US Department of Education |
| AdvancED/NCA |
| Contact Us |



Costs for Administration

Many districts may see an increase in Restricted and Non-Restricted Indirect Cost Rates

- Resulted from the new cost allocation plan approved by USDE for school years 2014-15 through 2017-18
- “Restricted Indirect Cost Rates” are used with grant programs that restrict expenditures to those that supplement but do not supplant state or local effort. All NCLB and IDEA federal programs use the restricted rate



Indirect costs are those costs incurred for the joint benefit of those activities and other activities and programs of the organization. Accounting, payroll, budgeting and purchasing are examples of services which typically benefit several activities and programs, and for which costs may be attributed by means of an indirect cost allocation plan.



Limit on Costs for Administration

- Reasonable and Necessary for most NCLB programs
- Title III has a 2% limit on costs for administration
 - **Includes Administration costs + Indirect Costs**
- Perkins has a 5% limit on administration costs

NEW for 2014-15: GMS will show an indirect cost rate that coincides with grant limitations. Keep in mind it is **Indirect Costs + Administration = Total Administration**, which cannot exceed limitation



If Building Configurations Change...

- Contact NDE by June 1
- Building grade spans are included on Title I Targeting Steps of the application
- Data used for AYP determinations



Grant Award Notification (GAN)

- Notice of funds
- Provides
 - The amount of approved funds
 - Starting and ending dates of funds availability

NOTE: Most Federal funds are awarded for one “year” (July through September) and an additional “year” (October through September) with the Tydings Amendment for a total “life” of 27 months



Allowable Expenses

- Expenses that support the grant program
- Reasonable and necessary
 - Will it further the goals of the program?
 - Does it have a clearly demonstrative and legitimate purpose?
 - Is the cost nominal and prudent?
 - Is cost justifiable?
- Some programs have specific requirements / allowable expenditures
- Refer to the NDE Grants Management Guidance (<http://www.education.ne.gov/gms2/index.html>)
- Refer to OMB Circular A-87 (http://www.whitehouse.gov/omb/circulars_a087_2004/)



NDE Always Needs Supporting Documentation When...

- Submitting credit card procurement charges
- Using vendors that supply items such as toys and trinkets that would be considered non-educational
- Making payments to individuals
- Requesting reimbursement for Parental Involvement Activities



NDE Always Needs Supporting Documentation When:

- Food purchases are made (be specific as to what the purchase is for—i.e. after school tutoring, parent involvement meeting, etc.)
 - Generally, there is a high burden of proof to show that paying for food and beverages with federal grant funds is necessary to meet the goals and objectives of a grant.
- Purchasing computers or other items considered *Small & Attractive* (must be listed on Capital Outlay/Equipment: Operational Equipment page)
- Payments are made to a school building



Title I-A

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments



Effective Title I Teaching Strategies

- Extended learning time
 - Before school
 - After school
 - Summer
- Accelerated, high quality curriculum
- Minimize removal of students from classroom



Community Eligibility Provision (CEP)

- National School Lunch Program
- When Direct Certification (Identified students) percentages are 40% or more, districts are eligible to apply for CEP
 - Can be applied to a single building, a group of buildings, or the district
- Reimbursement rate for 2014-15 is 1.6 multiplier of actual number of students Directly Certified



How CEP Works

Free claiming percentage =

Identified Students X 1.6 (capped at 100%)

Example: A school with 50% identified students would be reimbursed at the free rate for 80% of the breakfasts and lunches it served (**50% X 1.6 = 80%**) and the remaining **20%** would be reimbursed at the paid rate

If the percentage of identified students in a school is **62.5% or more**, the reimbursement rate would be 100%...**62.5% x 1.6 = 100%**



Who are “**Identified Students**”?

Children certified for free meals without submitting a school meal application include

- Supplemental Nutrition Assistance Program (**SNAP**)
- Temporary Assistance for Needy Families Cash Assistance (**TANF**)
- Food Distribution Program on Indian Reservations (**FDPIR**)
- Medicaid (in districts participating in USDA’s demonstration project)

and...



Identified Students

- Also includes children who are certified for free meals without application because they are
 - In Foster Care
 - In Head Start
 - Homeless
 - Migrant
 - Runaway



CEP (cont.)

- If eligible for CEP, can no longer collect NSLP lunch forms
 - Districts *may* collect family income information, but cannot use the NSLP forms
- NDE continues to run reports and calculations to determine what effects, if any, using CEP instead of lunch forms will have on allocations for grant programs, E-Rate, etc.



CEP Notification Timeline

- LEAs must notify the State no later than **June 30th** of the school year prior to the first year of electing CEP
 - For 2014-15 school year only, due date for notifying NDE is **August 31, 2014**
- A new identified student percentage may be established each year of the four-year cycle for use in the following year (April 1 data)
- LEAs/schools may elect to stop CEP for the next year by notifying NDE Nutrition Services Office no later the June 30th



Title I District Eligibility

- Ten low-income students that represent at least 2% of population
- Four different grants – Basic, Concentration, Targeted and EFIG (educational finance incentive grants) and four different formulas
- Districts located in a community having a census >20,000 are determined by USDE
- Remaining districts use free lunch and census data



Building Eligibility

- Poverty data of public and nonpublic students
 - Use common form of data
 - Free and reduced lunch eligibility
 - Count ALL students – public and nonpublic
 - Count option enrollment students and drop-outs
 - Count each student only once
 - Last Friday in January is the date for the Omaha Area Learning Community to collect this data

- ❖ Buildings with poverty of 75% or greater **MUST** be served before other buildings



Districts with Fewer than 1,000 Students

- Needs assessment for ALL students
- District decides which buildings are to receive Title I services
- Services are to be offered to the students who are most at risk—even if the building did not receive services previously



Districts with 1,000 or More Students

- Rank order by District or Grade-Span
 - GMS does this for you
- Serve buildings $\geq 35\%$ poverty OR \geq District poverty OR \geq Grade-span poverty (this is called Targeting)
- Building allocation is based on Per Pupil Amounts (PPA)
 - Distribute equally OR higher PPA in higher poverty buildings



Grandfathering

- A building that received Title I services during the previous school year and is not eligible for the current school year may be “Grandfathered” for one year.



TITLE I and English Learners (EL)

- Federal funds can't provide the *only* language instruction services
 - District MUST provide core instruction
 - Title I services MUST be supplemental
 - Parents must be informed within 30 days if their child(ren) will be placed in EL program
- Title I requires an English language Proficiency Assessment
 - ELDA



Title I Services for Nonpublic Students

- There must be low-income students attending the nonpublic school to generate funds for services
- To receive Title I services, nonpublic students must reside in a Title I eligible public school attendance area
 - May be attending a nonpublic school in another district
- Annual Consultation required
 - Identify eligible students and determine services
 - Eligible students do NOT have to be low-income
- Always Targeted Assistance
- Annual program evaluation



Two Kinds of Title I Schools

- Targeted Assistance Schools (TAS)
 - Students are identified using multiple measures
 - Supplemental services to students identified as failing or most at risk for failing to meet academic achievement standards

- Schoolwide Programs (SWP)
 - Poverty $\geq 40\%$
 - Geared for whole school improvement
 - Submit a plan and participate in peer review



Targeted Assistance Schools (TAS)

- Needs Assessment - *Include **ALL** children in this process*
 - Automatically eligible students are offered services on the same basis as other students selected to receive services (neglected/delinquent, homeless, and former Head Start students)
- Based on eligible students, determine services to be provided to help them meet state standards
- Services coordinated and integrated with regular classroom, other agencies providing services, other federal, state, and/or local programs



Targeted Assistance Schools (cont.)

- Parents notified of child's eligibility to participate in services
- Documentation supports absence of services (e.g. Parent refusal for services)
- Procedures for entering/exiting program are in place
- Supplement not supplant
- Staff, materials, equipment funded by Title I used only for Title I participants



Title I Funded Staff

- Supervisory duties similar to other staff
- If paid from federal funds, time and effort logs required
 - Semi-annually
 - Monthly
- If substituting in a regular classroom, the district must pay for that time



Schoolwide Program Eligibility

- Building poverty $\geq 40\%$
- Inform parents of option to have a schoolwide program
- Submit intent to plan by November 1st
- School continues to operate as a Targeted Assistance School (TAS) while developing Schoolwide (SW) plan.



Schoolwide Peer Review & Self Review

- Buildings will complete and submit their Schoolwide plan every 3 years (due April 1st)
- Participate in Schoolwide Plan Peer Review
 - 3-year schedule is changing
- Schoolwide plan is self-reviewed & revised as necessary the two years not participating in Peer review

NOTE: Every year the plan is either self-reviewed or peer reviewed.



Title I Preschool

- Children from birth to the age that the LEA provides a free public education may receive Title I preschool services.
- Notify parents of all 4-year olds within designated attendance area
- Must follow Nebraska's Rule 11 requirements (<http://www.education.ne.gov/LEGAL/webrulespdf/CLEANrule112007.pdf>)
- Must complete Title I Preschool sections of NCLB Consolidated Application
- Title I Preschool Guidance: (<http://www2.ed.gov/policy/elsec/guid/preschoolguidance.doc>)



Local Neglected & Delinquent Funds

- Generating funds for the Neglected reserve amount (set-aside, Title I-A)
 - The *Annual Count* for the number of students in residential facilities for neglected students and for the number of students in a detention center (delinquent) is now located in the CDC
- Title I-D grant award for delinquent funds is awarded to 5 districts with county detention centers located within their boundaries



Local Neglected & Delinquent

- CDC Collection and Reporting
 - Complete instructions for the *Annual Count* of students in “neglected facilities” are on the CDC site
 - The 18 districts are notified if they are to send forms to facilities located within their district boundaries.
 - The 5 districts with detention centers also complete the CDC for the *Annual Count* for delinquent
 - The districts collect the forms and record the information in the CDC *Annual Count* by December 5th; and for the *Title I Annual Participation Report* by June 15th.



Local Neglected & Delinquent (cont.)

- Narrative and student population questions on the NCLB Consolidated Application
 - Title I-A section questions regarding the services funded by Title I-A, “neglected reserve” amount as to what services will be described and the location of the supplemental services for students living in a residential facility for neglected will be described
 - Application response should also address where the residential students are attending school since they are required to attend school up to age 18



Local Neglected & Delinquent (cont.)

- Services funded by Title I-A “neglected reserve” may include how students are being transitioned back to their home school
- The Title I-D grant includes a separate section in the application to complete for the 5 districts with detention centers within their boundaries



Title I Parent Involvement Requirements

- Parent Policy
 - District
 - School
 - May be one policy if requirements of both are included
- School/Parent Compacts
- A minimum of one meeting annually
- Information provided to parents in language they can understand



Parent Involvement Requirements (cont.)

- Parent notification
 - Can request qualifications of their children's teachers
 - If their child will have a substitute teacher for 4 or more weeks
 - If allocation is >\$500,000, required 1% reservation for parent involvement activities



TransACT

- NDE pays annual fee
 - Available to all districts / schools in the state (OK to have multiple user accounts)
- Many NCLB notification forms are available in English and Spanish
- Access to General Education notices in 24 languages
- For Title III specific NCLB forms, go into Gen Ed section
 - Go into ELL and Special Services—in that folder are all Title III forms in up to 6 or more languages.
 - The Home Language Survey required for Rule 15 can be found in Gen Ed-School, Office and Classroom-State Masters and is translated into 5 languages.



Title I District Level Parent Policy Requirements

- Develop a common parent policy that establishes expectations for parent involvement and...
 - Involves parents in developing the plan.
 - Plans effective parental involvement activities.
 - Builds capacity for strong parental involvement.
 - Coordinates and integrates parental involvement strategies with other programs.
 - Conducts, with the involvement of parents, an annual evaluation of content and effectiveness of parental involvement policy.
 - Involves parents in activities.



Title I School Level Parent Policy Requirements

- Convene annual meeting(s) at convenient time(s)
- Involve parents in the planning, review, and improvement of the school parent involvement policy
- Provide parents with timely information regarding curriculum, academic assessments used, and proficiency levels
- Provide opportunities for parents to participate, as appropriate, in decisions relating to the education of their children



Title I School Level Parent Policy Requirements (cont.)

- Jointly develop with parents a school-parent compact that outlines shared responsibility for improved student academic achievement
- Provide assistance, opportunities, and/or materials for helping parents to understand topics relating to their students' academic achievement in a format, and when feasible, in a language the parents can understand
- To the extent practicable districts and schools shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in a language parents can understand



School – Parent Compacts

- Must be jointly developed with parents and children served under Title I, Part A and must describe...
 - The school's responsibility to provide high-quality curriculum and instruction.
 - Ways in which parents will be responsible for supporting their children's learning.
 - The importance of communication between teachers and parents on an ongoing basis.



Waivers to Exceed 15% Carryover Limitation for Title I

- Districts with a “current funds” allocation of \$50,000 or more are able to carry over up to 15% to the following school year
- To exceed the 15% limit, a district must submit to NDE Title I office a written request including reason for exceeding carryover and justification for request
 - Form is on NDE Title I webpage
- Available every 3 years



Annual Participation Report (APR)

- APR Information is collected on the portal located in the CDC section (Consolidated Data Collection)
- There are 4 sections in the Title I APR
 - Targeted & Schoolwide
 - Title I-A Funded Staff
 - Neglected & Delinquent
 - Homeless
- **Due June 15; Audit Window → June 30**



- NSSRS -

Nebraska Student Staff Record System

- Data from this system is used for
 - Verifying numbers for Comparability Reports
 - Checking Paraprofessional Qualifications
 - Federal Reports throughout the year
 - Year-end audits . . .
- Staff Reporting is due September 15th
 - Audit Window/Corrections accepted until October 31st
- Student Reporting is due October 15th
 - Audit Window/Corrections accepted until October 31st



NCLB Qualified Teachers

- Must be assigned to teach in the area in which they hold an endorsement, OR
- Must complete a HOUSSE (High Objective Uniform Standard State Evaluation) to demonstrate content knowledge in the subject area
- All schools and districts must have 100% of teachers NCLB qualified
 - This includes Summer School Staff
- Annual attestation by building principal
 - All teachers in building meet NCLB Qualified Teacher requirements
 - Attestation form available on Title I website



Paraprofessional Requirements for Any/All Title I Programs

- Instructional paras funded by Title I or serving in a schoolwide project need to be NCLB qualified **before** working with students
 - Must have a H.S. Diploma or GED and one of the following:
 - An Associate Degree
 - Complete a minimum of 48 semester credit hours at an accredited college
 - Pass one of the four state approved assessments:
 - Para Pro – from ETS
 - WorkKeys – from ACT
 - Para Educator – from Master Teacher
 - Project Para – from UNL – *(pass the 6 tests for Title I only)*



Sample Attestation Form

ATTESTATION

I hereby attest that *(Name of School Building)*

1. is

2. is not yet

in compliance with requirement number 1, newly hired teachers, of Section 1119 of the No Child Left Behind Act of 2001.

- **Requirement #1; Newly Hired Teachers:** Each teacher hired after the first day of the 2002 - 2003 school year and teaching in a program supported with Title I, Part A funds must be "highly qualified," as defined in our state.

I hereby attest that *(Name of School Building)*

1. is

2. is not yet

in compliance with requirement number 2, existing teachers, of Section 1119 of the No Child Left Behind Act of 2001.

- **Requirement #2; Existing Teachers:** By the end of the 2005 - 2006 school year (REAP eligible schools have until the end of 2006-07 school year), all teachers hired on or before the first day of the 2002 - 03 school year in our district must be highly qualified.

I hereby attest that *(Name of School Building)*

1. is

2. is not yet

in compliance with requirement number 3, ALL paraprofessionals, of Section 1119 of the No Child Left Behind Act of 2001.

- **Requirement #3; ALL paraprofessionals:** Prior to the beginning of the 2006-07 school year, all Title I paraprofessionals must have a high school diploma or equivalent and one of the following:
 - Two years of higher education (48 semester hours or equivalent)
 - An associate's degree; or
 - A passing score on our state's paraprofessional assessment

I hereby attest that *(Name of School Building)*

1. is

2. is not yet

in compliance with requirement number 4, paraprofessional duties, of Section 1119 of the No Child Left Behind Act of 2001.

- **Requirement #4; Paraprofessional Duties:** Title I paraprofessionals may not perform classroom instruction unless supervised by a qualified teacher and may not perform more non-educational duties (like hall monitoring) than non-Title I paraprofessionals do.

Signature: _____

Printed Name: _____

Date: _____



Teacher and Principal Evaluation Survey

- Due October 15th; Audit window → October 31
- Three questions about principals; three questions about teachers
 - How many were rehired based on their performance?
 - How many were not rehired based on their performance?
 - How many left employment in this district due to other reasons (i.e., retired, moved, changed districts, etc.)?



NEW Allowable Set Aside for Title I

- Title I-A funds *may* be used to pay the salary of a local homeless education liaison, and to pay the costs to transport homeless children and youth to and from their school of origin
 - **REMINDER:** No portion of a superintendent's salary can be paid with Title I funds
- This would require a set-aside in the “Other Category” as the “Homeless” set-aside must be reserved for instructional and related services to homeless children and youth who attend non-Title I schools that are comparable to those services the LEA provides to children in Title I schools



Title I-C: Migrant

NCLB- Title I, Part C, Education of Migratory Children is a federally funded state operated grant. The SEA has the responsibility for administrative and program functions.

PURPOSE OF THE PROGRAM:

To support high quality and comprehensive educational programs for migrant children in order to help reduce the educational disruptions and other problems that result from repeated moves.



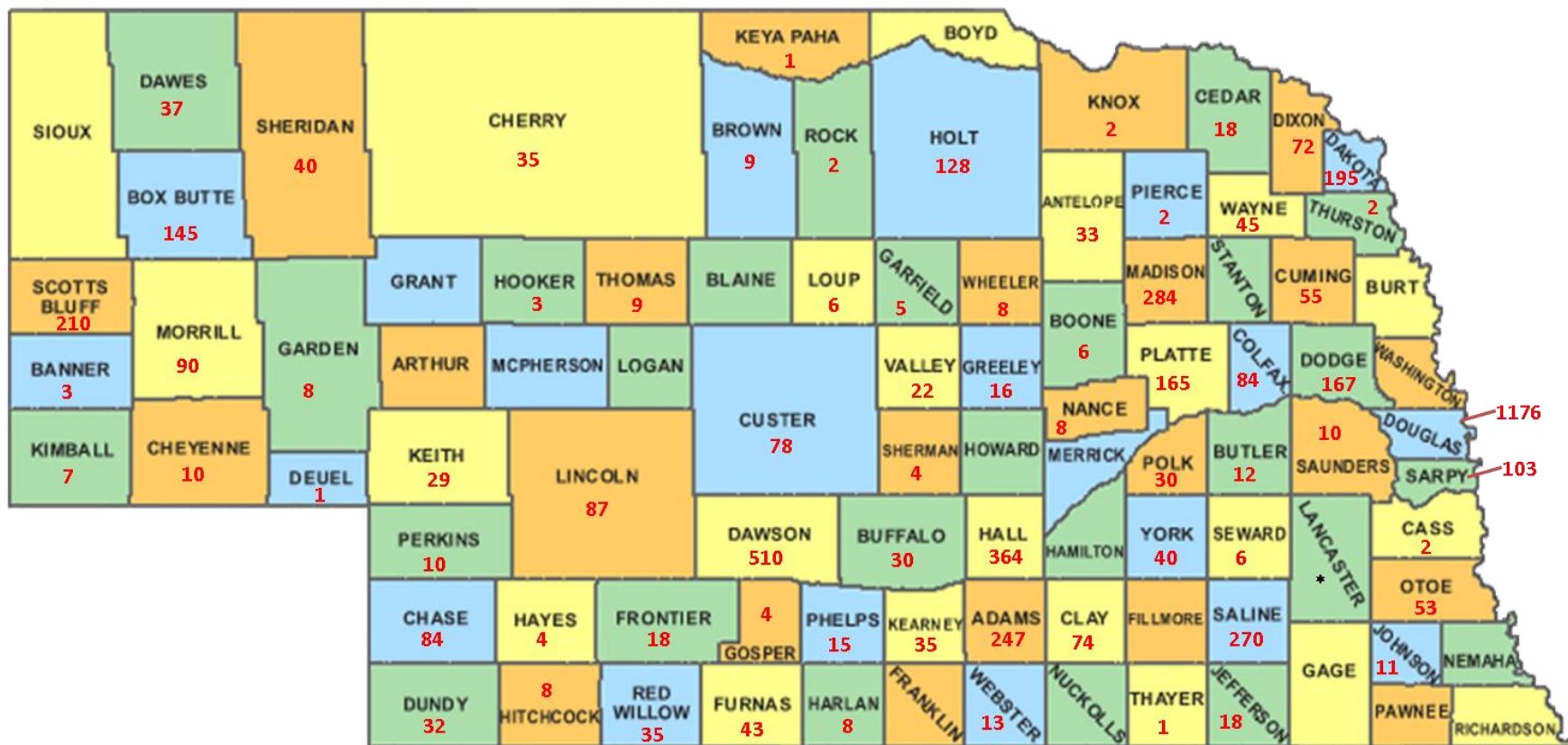
Title I-C: Migrant

Funding is awarded to NDE to serve eligible migrant children between 3 and 21 years of age who meet the federal definition of migrant.

15 LEA/LOAs receive a sub-allocation from NDE to serve eligible migrant children/youth. The projects are currently serving approximately 5,300 eligible children/youth.

- Not all migrant students are ELL
- Not all migrant children are Latino

Title I-C: Migrant Students





Migrant Services

SEAs and local operating agencies may use MEP funds to provide the following types of services to address the identified needs of migrant children/youth.

Instructional Services: (e.g., preschool activities, tutoring programs, summer programs, youth leadership)

Support Services: (e.g., educationally related activities, such as advocacy for migrant children; health, nutrition, and social services for migrant families, necessary educational supplies; transportation)



NDE Migrant Program Contact Info.



Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE. 68509

Sue Henry

sue.henry@nebraska.gov

402-471-3440

Lindsay Ickes

lindsay.ickes@nebraska.gov

402-471-2740

Migrant Website

www.education.ne.gov/migrant



Title II-A

Improving Teacher Quality

Purpose: to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality to ensure that all teachers are highly qualified.

- Professional development in core academic areas
 - Core academic areas, as defined by NCLB, include: English, Reading and Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Art, Music, History, and Geography
- Recruit and retain highly qualified teachers
- Can also be used for class-size reduction



Professional Development

- Sufficient resources (Title II-A) devoted to carrying out professional development activities
- Must assist teachers to become NCLB qualified, if needed
- Professional development funds set aside for district-wide use must include both public and, where appropriate, nonpublic teachers



Title II-A Equitable Services

- Engage in timely and meaningful consultation with nonpublic school officials
- Provide nonpublic school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided to public school students and teachers



Title II-A Equitable Services (cont.)

- Assess and address the needs of the nonpublic school students and teachers
- Provide benefits and services that meet the needs of private school students and teachers; and
- Spend an equal amount of funds per student to provide services



Title II-A Nonpublic Consultation

- Timely and meaningful consultation between the LEA and nonpublic school officials during the design and development of the services is required on such issues as:
 - How the children's needs will be identified
 - What services will be offered
 - How and where the services will be provided



Characteristics of Services

- Services, materials, and equipment must be secular, neutral, nonideological, and supplemental in nature; not supplanting what the nonpublic school would otherwise provide absent the federal education services
- The services must be allowable, reasonable and necessary in meeting the needs of nonpublic school students and teachers



Title III

Language Acquisition

- Limited English Proficient (LEP)
 - Purpose: Develop high levels of academic attainment in English and meet state content standards

- Immigrant Education (IE)
 - Purpose: Provide enhanced instructional opportunities for immigrant children and youth.
 - Individuals ages 3-21; were not born in any state, and have not been attending one or more schools in any one or more states for 3 full academic years. “State” means each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico



Title III Grants

Limited English Proficient (LEP) Immigrant Education (IE)

Required Activities

- Provide high-quality Language Education Instruction Programs (LIEPs) designed to increase:
 - English proficiency
 - Academic achievement in core subjects
- Provide high-quality professional development to classroom teachers designed to:
 - Improve instruction and assessment
 - Help teachers understand and use instructional strategies for LEP children
 - Be of sufficient intensity and duration to have a positive and lasting impact on teacher performance



Limited English Proficient (LEP) Grant

- Designed to supplement the core language program
- Students identified on NSSRS (Field 95)
- 16 districts and 5 consortia
- Required to take the State's English Language Proficiency (ELP) Assessment based on ELP Standards
- Annual Measureable Achievement Objectives (AMAOs)
 - AMAO 1: measures progress toward proficiency (ELDA)
 - AMAO 2: measures proficiency (ELDA)
 - AMAO 3: measures progress on the State's content standards (NeSA)



ELL Programs: The Big Picture

Understanding the Legal Requirements

Civil Rights Laws

- Civil Rights Act of 1964—National Origin = protected class
- Lau v Nichols, 1974—Supreme Court Ruling
- Office for Civil Rights (OCR)—Charged with ensuring compliance

No Child Left Behind (2001)

- Title I—guidance for content and language testing
- Title III—supplementing LIEPs

Nebraska Statute and Rule

- LEP District Plans tied to state aid
- Rule 15—State guidance/tied to accreditation



Resources

<http://www.education.ne.gov/NATLORIGIN/>

- Nebraska ELL Program Guide for Administrators
 - <http://www.education.ne.gov/NATLORIGIN/PDF/Classroom%20Instructions/NDE%20Administrator%20Program%20Guide%202013%20Final.pdf>
- Nebraska ELL Program Guide for Teachers
 - <http://www.education.ne.gov/NATLORIGIN/PDF/Classroom%20Instructions/NDE%20Teacher%20Program%20Guide%202013%20Final.pdf>
- Rule 15
 - http://www.education.ne.gov/LEGAL/webrulespdf/CLEAN15_2012.pdf
- Rule 15, A Guide for Implementation
 - <http://www.education.ne.gov/NATLORIGIN/Rule%2015/Rule%2015%2061812%20bookmarked.pdf>



Resources (cont.)

- Poverty and LEP Plans, A Resource Guide
 - <http://www.education.ne.gov/povertyandlep/PDF/Poverty%20%20LEP%20Resource%20Guide%20with%20Rule%2015%20August%202012.pdf>
- Guide for Including and Accommodating ELLs in the NeSA Tests
 - <http://www.education.ne.gov/NATLORIGIN/PDF/2013-14%20Guide%20for%20Including%20and%20Accommodating%20English%20Language%20Learners.pdf>
- TransAct, Library of General Education and NCLB Translated Forms
 - <http://www.transact.com/>



NCLB Competitive Grants 21st Century Community Learning Centers

- Annual competition
- Funding available to establish & support quality expanded learning opportunities (e.g. afterschool, summer)
- Eligible buildings must have >40% eligible to receive free/reduced lunch



NCLB Competitive Grants 21st Century Community Learning Centers (cont.)

- Three overarching goals:
 - Improve student learning performance in 1 or more academic areas
 - Increase student social benefits and behavioral changes
 - Increase family and community engagement in supporting students' education
- Contact jan.handa@nebraska.gov



NCLB Competitive Grants Mathematics & Science Partnerships

- Two grants (one science, one mathematics)
- Deliver statewide professional development workshops
- Targeted to certified teachers in high need schools

Contacts

Science: Deb Paulman, dpaulman@esusixteen.org

Math: Helen Banzhaf, helen.banzhaf@esucc.org



Homeless Students

- Automatically eligible for Title I services even if not attending a Title I school
- District must set aside Title I funds as are reasonable and necessary to provide services to any identified homeless students.
- School district Homeless Education Liaison is required by law to identify students in homeless situations.



McKinney-Vento Act

- July 22, 1987—Original McKinney Act signed into law by President Reagan
- Oct. 30, 2000—Renamed McKinney-Vento Homeless Assistance Act by President Clinton
- Act amended in 1988, 1990, 1992, and 1994
- 2001—Reauthorized as the McKinney-Vento Homeless Education Assistance Improvement Act in the No Child Left Behind (NCLB) Act, signed by President George W. Bush



Identifying Homeless Students

- Individuals who lack a fixed, regular, and adequate nighttime residence and includes children & youth who:
 - Are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason commonly referred to as “doubled-up”
 - Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
 - Are living in emergency or transitional shelters
 - Are awaiting foster care placement
 - Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
 - Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
 - Migratory children living in the above situations
 - Unaccompanied youth living in the above situations



Rights for All Homeless Students

- Enroll in school immediately and attend classes while the school gathers needed documents; *enrollment includes attending classes and participating fully in school activities*
(42 U.S.C. 11434a)
- Enroll in the local school or continue attending the school of origin, if feasible
- Transportation to/from the school of origin, if requested
- Receive comparable services, including transportation



Rights for All Homeless Students (cont.)

- Access to educational programs for which they are eligible (Title I-A, IDEA, ELL, migrant education, vocational/technical education, gifted and talented, etc.)
- Free school meals (USDA Child Nutrition Act)
- Categorically eligible for Head Start services, and should be prioritized for enrollment (Head Start Act)
- Unaccompanied Homeless Youth (UHY) are considered independent students for the purposes of receiving federal financial aid for college (College Cost Reduction and Access Act)



Homeless Liaison Responsibilities

Local liaisons must ensure that:

- Children and youth in homeless situations are identified.
- Students experiencing homelessness enroll, and have full and equal opportunity to succeed, in school.
- Families, children, and youth experiencing homelessness receive educational services for which they are eligible.
- Public notice of the educational rights of homeless students is displayed where children and youth receive services.
- Enrollment disputes are mediated in accordance with the Enrollment Disputes section of the McKinney-Vento Act
- Full information is given about all transportation services provided under the McKinney-Vento Act.



Dispute Resolution Update

- NDE staff will be reviewing each school district's Dispute Resolution process to ensure it meets the standards set out in NDE Rule 19, Sections 005.01 – 005.03C



Dispute Resolution Update (cont.)

- Child or youth will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.
- Local educational agency liaison will assist unaccompanied youth, parent or guardian in carrying out the dispute resolution process.
- District will provide written response, including explanation, within 30 calendar days of the time the complaint or dispute is brought.
- Policy contains notice of the Right to Appeal to NDE Commissioner in writing with 30 calendar days as per NDE Rule 19.
- District has a form containing the district's written response and explanation of their decision regarding the dispute which also includes the Right to Appeal as provided in NDE Rule 19.



School Policies and Homeless Students

- School districts must review, revise, and if necessary, develop policies to remove barriers to the immediate enrollment and regular attendance in school, of children and youth in homeless situations.
- Rule 19



Rural Education Achievement Program (REAP)

- Title VI of ESEA
- Provides funds through a formula for small rural schools
 - SRSA – Small Rural Schools Achievement
 - <600 ADA and census locale code of 7 or 8
 - Federally administered grant
 - RLIS – Rural Low Income Schools
 - Eligibility – poverty level and census locale codes of 6, 7, or 8
 - State administered grant



REAP SRSA Formula

- \$20,000 for the first 50 students of ADA
- \$100 for each student >50 to 600
- Minus the amount of NCLB formula funds from Title II-A, ~~Title II-D~~, ~~Title IV~~, and ~~Title V~~
- Maximum amount is \$60,000
- Proposals to raise the minimum and maximum
- For 2014-15 school year, approximately 183 Nebraska districts are REAP eligible



REAP Funds

- Must be Used for Instruction
- Must be Supplemental (cannot replace what the district is required to provide)
- Cannot be Used for Construction
- If a district does not make AYP (Adequate Yearly Progress), funds must be used for school improvement



REAP SRSA and RLIS

- Use REAP funds for the purposes of
 - Title I, Part A – Educationally Disadvantaged
 - Title II-A – Teacher Quality, Class-size Reduction
 - Title III – English Language Learners
 - Title IV – Safe and Drug Free Schools
 - Title V – Innovative Programs



Links to NDE Information

- Federal Programs

- <http://www.education.ne.gov/federalprograms/Index.html>

- AYP Guidance:

- http://www.education.ne.gov/federalprograms/ESEA_NCLB_Programs.html

- NDE Bulletins:

- <http://www.education.ne.gov/ndebulletins/index.html>



2014-15 ESEA/NCLB Reviewer & Title I Consultant Assignments

| <u>ESU</u> | <u>ESEA/NCLB Reviewer</u> | <u>Title I Consultant</u> |
|-------------------|----------------------------------|----------------------------------|
| 1 | Terri Schuster | Randy McIntyre |
| 2 | Pat Frost | Pat Frost |
| 3 | Beth Zillig & Brad Conner | Beth Zillig & Brad Conner |
| 4 | Randy McIntyre | Randy McIntyre |
| 5 | Pat Frost | Pat Frost |
| 6 | Brad Conner | Brad Conner |
| 7 | Pat Frost | Pat Frost |
| 8 | Brad Conner | Brad Conner |
| 9 | Cathy Mohnike | Cathy Mohnike |
| 10 | Cathy Mohnike | Cathy Mohnike |
| 11 | Jan Handa | Brad Conner |
| 13 | Mike Kissler | Brad Conner |
| 15 | Pat Frost | Pat Frost |
| 16 | Cathy Mohnike | Cathy Mohnike |
| 17 | Randy McIntyre | Randy McIntyre |
| 18 | Randy McIntyre | Randy McIntyre |
| 19 | Beth Zillig | Beth Zillig |



Email Addresses

- It is important to let NDE know if superintendent or principal email addresses change as NDE uses email for numerous communications
- NDE Title I Listserv
 - Periodic emails throughout the school year
 - If you would like your email address included, please send name, school/district and job title to beth.zillig@nebraska.gov or diane.stuehmer@nebraska.gov



How to Contact Us

- Email: first.last@nebraska.gov
- NDE webpage: <http://www.education.ne.gov>
- NDE Federal Programs webpage:
<http://www.education.ne.gov/federalprograms>



Please Provide Feedback

- Short post-conference survey
 - <http://goo.gl/yfZYSr>